

LEAD Core Classes

EDUC 6500 Foundations of Educational Leadership:

This course examines key theories and models of leadership. The universal concept of leadership is considered as well as leadership in the educational setting, with some emphasis of the school principal as a leader. Leadership principles to be investigated include, but are not limited to, professional ethics, resources, and the political, social, and cultural aspects of educational leadership. A theoretical foundation of organizational structure will be addressed, as well as some current trends, key legislative initiatives, and goals of education, in order to equip the school leader to put theory to practice. The process of developing a professional leadership portfolio begins in this course and will be updated throughout the program and completed during the internship component of the program. (3 credit hours)

EDUC 6510 The Principalship (K - 12.):

This course focuses on the duties and responsibilities of the school principal and will incorporate concepts from Foundations of Educational Leadership to analyze authentic scenarios related to current and future school leadership and improvement. Students will examine the role of the school administrator as it relates to educational vision and values, decision making, climate and culture, change, instructional staff and programs, diverse student and staff needs, learning communities, continuous school improvement, school politics and best practice in educational leadership and management. (3 credit hours)

EDUC 6520 School Law for School Leaders:

This course focuses on the dominant legal issues in education which have a direct relationship to the personal and professional lives of teachers and leaders in the schools. Students will examine teacher employment, staffing and evaluations, staff-related record management, tenure, collective bargaining and contracts, negligence and other liabilities, freedom of expression, student and staff rights and responsibilities. Relevant case law and court decisions will be used along with a glossary of legal terms. Special attention will be given to Indiana legislative initiatives and related court decisions, as well as special education concerns and responsibilities. (3 credit hours)

EDUC 6530 The School and Community:

The school and community as partners in learning who collaborate for effective schools and improved student success are examined in this course. Practices and procedures will be examined that may be employed to develop a shared vision and mutual goals between all stakeholders, students, parents, educators, institutions of higher learning, community, government agencies and organizations, and state partners in education. (3 credit hours)

EDUC 6540 Research for School Leaders:

This course will emphasize applied educational research. The education profession increasingly demands that practitioners not only understand educational research but that they accept the necessity for continuing the study of theory and best practice. Students will examine various types of educational research, perform basic data analyses, recognize the terminology used by researchers, become familiar with prior research and examine current studies related to educational issues and outcomes. Participants in this course will be expected to plan, implement, and evaluate an action research project from the building principal's perspective. (3 credit hours)

EDUC 6550 Building Management and Finance:

The roles and responsibilities of the educational administrator as manager of the school facilities and organization of educational programs and schedules are examined in this course. Course content will include the procedures that contribute to effective planning of new or remodeled educational facilities to include school surveys, site assessment, educational specifications, standards and guidelines for instructional areas, site requirements, financing, equipment needs and community involvement. School class schedules and programming needs will also be emphasized. The key principals of school finance and school business administration will be introduced. This course will also focus on the application of contemporary theories of economics to educational financing, sources of revenue, resource allocation consideration, and study of current trends. Specific attention will be given to building-level financial and school account management. (3 credit hours)

EDUC 6560 Leading Effective Curriculum and Instruction:

How does curriculum development affect individual teachers and their classrooms? This course will enable school leaders to engage the process of change through the exploration and understanding of examine the overall construct of curriculum and the current Understanding by Design curriculum model combined with curriculum mapping. A workshop model will provide active involvement of the school leader as an agent of change. A staff curriculum plan will be developed using current curriculum and develop improvement initiatives within the state standards guidelines. Discussion topics include practical aspects of school improvement, the emphasis on core/basic curriculum, organizing instruction to include exemplary techniques, and suggestions for participation in curriculum development.

EDUC 6570 Supervision of Instruction:

This course will focus on the principal as leader of instruction, curriculum, and assessment with emphasis on student improvement and a positive, productive school culture. Techniques will be examined for maintaining effective human relations and resources, organizational patterns and practices, staff morale and productivity, team building, diverse student needs, professional development and the change process. Schools as professional learning communities will also be considered, as entities designed around collaboration, student engagement, and applying assessment to improve teaching and learning in the classroom.

EDUC 6580/6590 Principal Internship (2 semesters):

The Principal Internship is the clinical experience in the duties and responsibilities of the school principal. The experience will focus on all aspects of the school principal. This course is designed to provide students with the experiences which relate to principal certification standards. A School Leadership Portfolio will be completed during the program and will culminate in with this experience, to show performance activities that meet certification standards. The Principal Interns will work under the joint supervision of the Field Supervisor (practicing school administrator) and a University Supervisor. The Principal Internship will be taken over two sequential semesters with a minimum of thirty (30) clinical hours per semester required. *Prerequisites: All other core classes must be completed.* (3 credit hours per semester; 6 credit hours total)